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ABSTRACT

This report summarizes the results of California Proposition 227 so far based on standardized test scores (the Stanford 9) of Limited-English-proficient (LEP) students in reading, math, and language. It also analyzes the redesignation rates of students by district. California Proposition 227, also known as the "English for the Children" initiative, passed in 1998 with 61% of the vote and reversed 20 years of state-mandated bilingual education for LEP children. Based on 3 years' test scores, this report concludes that California's LEP students were not only not harmed by English immersion, but they made significant gains in reading and writing in English as well as math. The greatest gains were made in school districts that chose the strictest interpretation of the initiative and implemented the most intensive English immersion programs. Scores in bilingual programs that remained were largely stagnant. Most interesting is that the youngest students as measured by test scores benefited the most from English immersion while older students, who had already spent years in bilingual education programs, benefited least. This report contains a wealth of detailed data on the test scores of several school districts covering every area of California. Overall, it is argued that hard evidence exists that the law has been a huge success, not the catastrophe that critics predicted. (KFT)

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READ ABSTRACT

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TWO YEARS OF SUCCESS:
AN ANALYSIS OF CALIFORNIA TEST SCORES AFTER PROPOSITION 227

By Jorge Amselle and
Amy C. Allison

Introduction

In the spring of 1998 a new statewide assessment exam, the Stanford 9, was implemented in California. Due largely to the efforts of then-Governor Pete Wilson, limited-English-proficient (LEP) students were required to take this test. That summer California voters approved Proposition 227, the "English for the Children" ballot initiative, by an overwhelming 61 percent of the vote. This initiative, led by Ron Unz, reversed more than 20 years of state-mandated bilingual education for LEP children. The initiative replaced failed bilingual programs with structured English immersion for all English learners.

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We now have available three years of test scores on the Stanford 9 through California's Standardized Testing And Reporting system (STAR), available on the internet at http://star.cde.ca.gov/. Despite all of the rhetoric decrying how California's non-English-speaking students would be harmed by the new English-immersion mandate, the end result is good news. After two years of instruction, LEP students were not only not harmed by English immersion, they made significant gains in reading and writing in English as well as math. Not surprisingly, the greatest gains were made in school districts that chose the strictest interpretation of the initiative and implemented the most intensive English-immersion programs. Scores in the bilingual programs that remained largely remained stagnant.

This report summarizes the results of Proposition 227 so far in several school districts, based on the STAR score summary reports for LEP students in reading, math, and language. For the first time this report also analyzes the redesignation rates of students by district.

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CALIFORNIA
STAR Score Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	19	23	28	2	27	34	41	2	19	23	28
3	14	18	21	3	25	32	39	3	19	24	29
4	15	17	20	4	21	25	30	4	23	26	29
5	14	16	17	5	21	24	28	5	21	23	25
6	16	18	19	6	24	28	31	6	22	24	26

It is interesting to note that although LEP students in all grade levels showed improvement, there was less improvement for students in latter grades. This suggests that younger students benefited most from English immersion classes while older students, who presumably had 'benefited' from bilingual education previously, benefited the least. The most likely conclusion is that English immersion works best for younger students, contrary to the assertion of bilingual advocates that delaying English instruction until a students is older produces better results in terms of English achievement.

This report also includes redesignation rates to show the success of Proposition 227. Redesignation rates (or reclassification rates) are simply the percentage of English Learners who met district-determined criteria in order to move from Limited English Proficient (LEP) to Fully English Proficient (FEP). All rates can be found on the California State Department of Education's web site at http://data1.cde.ca.gov/dataquest. Displayed in this comparison report are redesignation rates from 1996 through 1999.

The redesignation rates for the state of California have risen since 1998 (when the initiative passed). The State Department of Education divides the number of English Learners of the previous year by the number of students redesignated the current year. This is the method used to present the information here.

Not all schools redesignate students in the same manner. According to David Dulson of the California State Department of Education, each district has its own set of criteria. Guidelines come from past federal court cases. The format usually follows an oral test and a reading/writing test. Most schools use a percentile score on the SAT-9 or another norm referenced standardized test to reclassify. Although the state gives no specific guidelines, the 36th percentile is generally a common cut-off point for reclassification. However the criteria used to redesignate a student may account for a significant portion of a district's redesignation rates. For example, if a district requires that an English learner score in the

30th percentile for reclassification, that district's rates can be expected to be higher than a district that requires the 40th or 50th percentile for reclassification. Most districts require that a number of criteria be met before redesignating students.

STATE OF CALIFORNIA
Redesignation Rates

1996	1997	1998	1999	2000
6.5%	6.7%	7.0%	7.6%	7.8%

Redesignation rates could be used evaluate the success of an English acquisition program except that there is no uniform state standard for exit criteria. Many of the current standards used also unnecessarily trap students with an LEP label and even label many native English speakers as LEP. Several districts have also altered their redesignation criteria in the period between 1996 and 1999 impacting their redesignation rates, either positively or negatively. The statewide redesignation rate, however, has increased and shows that the implementation of Proposition 227 has not hindered the English-learning process.

The Good

Not all schools implemented English-immersion the same way. Several school districts made intensive efforts to implement the new law to the full extent possible, despite their opposition to the initiative. Districts like Oceanside Unified, just north of San Diego, made headlines with resulting improvements in academic performance.

OCEANSIDE CITY UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	12	23	32	2	18	32	47	2	12	19	29
3	9	12	22	3	14	25	39	3	12	19	29
4	8	10	23	4	11	15	33	4	16	19	32
5	6	9	19	5	11	15	31	5	12	13	29
6	9	9	20	6	14	20	36	6	12	12	29

Oceanside City Unified has made impressive gains in test scores in two years, besting the state average for LEP students. Redesignation rates for the district improved after 227 but have declined since 1999. Oceanside uses a score of 75 on the LAS-O test as well as the 36th percentile on a standardized test of English in order to reclassify students.

OCEANSIDE CITY UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
7.9%	5.7%	5.4%	6.6%	4.1%

These results impressed the administrators in Oceanside greatly. According to Dr. Joseph Farley, associate superintendent of the Oceanside School District, "We ran the results every which way trying to find an explanation, but the scores stand." Dr. Farley testified before the U.S. House Subcommittee on Early Childhood, Youth and Families on June 24, 1999 about these results. "Our Superintendent [Kenneth Noonan] was the founding president of the California Association for Bilingual Education and we all campaigned against the initiative, but these results are forcing us to reevaluate our position on bilingual education," stated Dr. Farley—a former bilingual educator himself.

Officials in Santa Barbara Elementary School District also implemented a strict Proposition 227-compliant program and committed themselves to making it work. Their results were even more impressive and show what can be accomplished with a well-structured English-immersion program.

SANTA BARBARA ELEMENTARY SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	14	27	39	2	19	29	40	2	13	21	34
3	13	19	26	3	26	34	43	3	19	24	33
4	18	20	24	4	22	29	35	4	25	27	33
5	16	18	23	5	20	29	38	5	25	27	33
6	21	22	23	6	29	38	39	6	30	34	32

Although Santa Barbara's scores for its LEP students are higher than the state LEP average, since the implementation of Proposition 227, the district's redesignation percentages have actually fallen. Santa Barbara requires an SAT-9 test score above the 36th percentile in order to reclassify English Learners. Students can also be classified after taking the LAS test. They need to receive a 4 in English, a 3 in reading, and a 3 in writing on a one to four scale, measuring levels of English proficiency.

SANTA BARBARA ELEMENTARY SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
1.7%	4.0%	3.1%	2.3%	2.9%

After Proposition 227 was approved, officials at the Ceres Unified School District made the decision to comply fully with the new state law and eliminate their old bilingual program. The results prove that they made the right decision.

CERES UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	14	27	32	2	21	33	37	2	12	25	34
3	11	13	26	3	15	26	49	3	13	19	31
4	10	12	18	4	12	16	37	4	15	18	32
5	11	11	11	5	21	17	18	5	22	15	18
6	18	21	17	6	28	37	34	6	23	29	26

Doing away with the old bilingual program also led to a rapid rise in test scores and redesignation rates. Test scores for the district's LEP students either exceed the state average for LEPs or came close. The district redesignation rates are also much higher than the state average. Between 1996 and 1998,under a bilingual program, rates actually fell from 17.2 percent to 4.9 percent. The Ceres Unified School District was unable to explain this decline. However, the most likely cause is a change in the criteria for redesignation. In 2000 the rates more than doubled however.

CERES UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
17.2%	7.6%	4.9%	6.2%	12.5%

Richard Munro, a teacher and researcher in California wrote about the Alameda City Unified School District. According to Munro, "Under the inspired leadership of David Chacona, Alameda embraced Proposition 227 and the result was that the majority of their LEP students surpassed national averages on the STAR test. By performing above the national average, they mastered English in one year."

ALAMEDA CITY UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	43	53	56	2	47	57	67	2	40	49	58
3	27	39	44	3	36	48	62	3	30	48	54
4	34	34	39	4	41	45	54	4	46	45	53
5	27	36	35	5	39	44	52	5	37	45	46
6	30	30	32	6	42	42	44	6	36	34	38

Indeed, Alameda's test scores for their LEP students in many cases exceeded the state average score for fully English proficient students. The Alameda school district did initially suffer a decline in their redesignation rates, but this drop was more than made up in an increase of the rates in 2000, almost matching the state average.

ALAMEDA CITY UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
4.6%	5.8%	5.4%	4.6%	7.6%

The Bad

The results in Oceanside, Ceres, and Santa Barbara are in stark contrast with those in school districts that kept bilingual programs—for instance, the San Jose Unified School District. Due to a pre-existing court-ordered consent decree mandating bilingual education, this is the only school district legally exempted from the requirements of 227. Not surprisingly, San Jose also showed among the smallest improvements in its English learners' test scores, especially in reading and language.

SAN JOSE UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	18	19	19	2	24	32	37	2	16	19	20
3	14	14	15	3	21	25	33	3	19	19	21
4	14	14	17	4	16	18	24	4	21	22	25
5	14	17	18	5	19	21	25	5	22	22	24
6	15	14	14	6	20	21	24	6	18	20	21

For two years test scores in San Jose have remained essentially stagnant and far below those of the average LEP student in the state while districts that adopted English immersion have in many cases more than doubled their test scores. San Jose did improve in regards to their redesgnation rates, however they went down in 2000 and also remain below the state average. The district uses the 36th percentile score on the standardized test for redesignation.

SAN JOSE UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
1.7%	3.4%	5.0%	7.7%	6.2%

Several school districts have managed to keep various forms of bilingual education programs in place by violating Proposition 227, or complying on paper only. One tactic has been to violate the waiver process. Proposition 227 allows the parents of children who meet very specific criteria and have documented special needs to apply for waivers to place their children in bilingual programs. But many school districts are simply giving parents waivers with no regard to the requirements of the law. Teachers and school administrators are also telling parents that they should sign waivers and pressuring them to do so. According to one well-placed consultant in California, as many as 70 percent of school districts are not in compliance with Proposition 227.

Three districts in particular have been mentioned by supporters of bilingual education as having maintained some form of bilingual education in violation of Proposition 227. These are Santa Ana Unified, Vista Unified, and Ocean View (Ventura County) school districts. It is unclear exactly in what form these bilingual programs have been maintained. But even these districts, which bilingual advocates cite as having good programs, did not produce results better than districts that switched to English immersion.

The results from Santa Ana were disappointing to school board member Rosemarie Avila who blamed the district's bilingual program for the low scores. According to Avila "I think we are going to continue to score low until we get rid of bilingual education." (*Los Angeles Times*, July 14, 2000)

SANTA ANA UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	17	23	22	2	28	37	40	2	16	21	22
3	14	17	17	3	24	30	36	3	15	20	23
4	13	15	16	4	20	26	27	4	21	24	25
5	14	14	15	5	21	25	26	5	19	21	21
6	12	16	15	6	18	24	25	6	19	24	20

Santa Ana's test scores have improved only slightly and remain well below the state average. The redesignation rate has increased but also remains well below the state average. The district uses a three-tier system based on the number of years a student has been in the bilingual program for reclassification. The first tier (year 1 – 2) requires a score at the 36th percentile on the SAT-9 achievement test. Tier two (years 3 – 4) requires the 25th percentile on the test before a student is reclassified. A student enters tier three when he or she has been in the program for five or more years. At this point, redesignation requires an assessment of the student's skills in English, reading, and math.

SANTA ANA UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
3.3%	4.2%	3.8%	4.0%	5.6%

VISTA UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	18	21	25	2	27	35	50	2	18	22	26
3	13	16	18	3	22	27	39	3	15	19	22
4	14	15	15	4	20	25	27	4	19	23	22
5	12	15	12	5	20	25	21	5	17	20	18
6	14	16	11	6	19	25	18	6	19	20	14

Vista has also been cited as maintaining a model bilingual education program and their test scores have shown significant improvement, although the remain below the state average in all but math. For reclassifcation Vista Unified School District requires that a student be

a fluent English speaker on the LAS-O test, a "competent literate" on the LAS reading and writing test, and receive a teacher recommendation. Middle school and high school students must also score above the 83rd percentile on the SLEP test. Vista's redesignation rate decreased immediately following Proposition 227 but has risen sharply since.

VISTA UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
3.0%	1.5%	5.4%	4.3%	7.8%

There is some confusion when it comes to the Ocean View school district because there are two of them, one in Orange County and a smaller one in Ventura County. Supporters of bilingual education have cited Ocean View as a district that has maintained most of their students in a model bilingual program despite Proposition 227. According to data provided on the California Department of Education web page, only the Ventura County Ocean View has a sizable number of students in bilingual programs while the Orange County Ocean View offers only English immersion.

OCEAN VIEW ELEMENTARY SCHOOL DISTRICT (Ventura Co.)
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	17	27	29	2	25	39	42	2	19	30	29
3	29	17	41	3	33	40	69	3	43	29	50
4	22	25	26	4	19	36	37	4	28	33	42
5	19	19	28	5	28	26	39	5	24	28	36
6	19	25	27	6	28	27	29	6	24	26	31

The district has made significant improvements in test scores and its LEP students score above the state average for LEPs. The Reclassification rates in the Ocean View Elementary School District (Ventura Co.), however, decrease by almost 2 percentage points immediately following Proposition 227 and even further the following year. They are now significantly lower than the state average. Ocean View requires a 36th percentile score on a standardized test of English before students may be redesignated.

OCEAN VIEW ELEMENTARY SCHOOL DISTRICT (Ventura Co.)
Redesignation Rates

1996	1997	1998	1999	2000
4.9%	4.2%	5.5%	3.6%	3.0%

Those districts that kept bilingual programs did not show as much improvement in test scores as those districts that aggressively implemented English immersion. Some of the bilingual districts showed mixed results, indicating that the type of bilingual programs they implemented were no worse than English immersion—but certainly no better either. In Ocean View (Ventura), moreover, the number of language minority students in the entire district was very low in 2000 (n=483).

The Ugly

The Los Angeles Unified School District came up with arguably the most inventive way to violate Proposition 227, all the while feigning compliance. LAUSD created "Model A" and "Model B" English-immersion programs. Hispanic students are placed in Model B (which teaches academic content in Spanish with bilingual certified teachers) unless a parent specifically requests Model A (which actually is English immersion). In July 1999, a Los Angeles County grand jury found that Model B was little different than the old bilingual program and in violation of the requirements of Proposition 227. The grand jury also found that many teachers in Los Angeles were actively subverting the requirements of the law by teaching in Spanish or encouraging parents to sign waivers.

Only weeks before Proposition 227 passed, LAUSD had purchased thousands of Spanish textbooks for its bilingual program. Once Proposition 227 was law, LAUSD claimed not to have any money left to buy English books or materials. In an effort to force parents to sign waivers asking for bilingual programs, the district then told parents that children in English immersion would not be taught how to read or write for their first two years in English immersion. Public outcry forced a retraction of the no literacy threat.

LOS ANGELES UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	17	18	24	2	26	31	35	2	18	20	26
3	13	15	18	3	24	29	34	3	18	21	27
4	13	14	17	4	19	22	25	4	21	21	25
5	12	13	14	5	17	19	21	5	17	17	19
6	12	13	13	6	18	19	20	6	15	17	17

The test scores for LAUSD have improved slightly but remain significantly below the state average for LEP students. The redesignation rates for LEP students however have improved and are higher than the state average. LAUSD requires a score above the 36th percentile on a standardized English test in order to reclassify an English Learner.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
8.0%	8.2%	8.0%	9.9%	10.3%

Missing in Action

Supporters of bilingual education sometimes cite studies that show students in bilingual programs outperforming students in English immersion programs on English tests. However, the studies often achieve these results by excluding large numbers of bilingual students from testing while few English immersion students are excluded. Thus it is a simple matter of showing positive results for any program if only the most gifted students are ever tested.

The San Francisco Unified Schools District provides a good example of this practice. San Francisco and Oakland are the only two districts that are refusing to administer the Stanford 9 test to all of their LEP students in violation of state law. Because of this defiance, San Francisco stands to loose approximately $1.5 million in state funding for English-learners. The district did test some of their LEP students but again only those whom it deemed likely to pass the test (had been in a bilingual or English acquisition program for at least three years). The test results for San Francisco seem very good only because so many LEP students were excluded from testing.

SAN FRANSICSO UNIFIED SCHOOL DISTRICT
STAR District Summary Report for LEP Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	44	54	59	2	66	71	78	2	47	56	64
3	27	30	34	3	50	53	59	3	36	41	47
4	26	31	36	4	40	46	51	4	37	42	45
5	22	22	28	5	37	38	48	5	31	32	38
6	18	23	24	6	30	39	42	6	23	30	32

The year after Proposition 227, San Francisco's reclassification rates dropped. Reclassification rates did increase substantially between

1997 and 1998, but this is due to a change in reclassification criteria which had previously disallowed English learners who were doing poorly because of reasons other than language acquisition (autism, dyslexia, mental retardation, etc.) to bypass the criteria and become reclassified. Until this "backlog" is cleared the redesignation rates can be expected to continue to decline. In order to be reclassified, students must score above the 36th percentile in reading and math on a standardized English test. Students must also complete an oral test and a writing sample.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Redesignation Rates

1996	1997	1998	1999	2000
5.0%	4.2%	12.6%	10.6%	8.3%

Exam Problems

There is little doubt that Proposition 227 has produced positive results for LEP students, however critics remain. One criticisms of Proposition 227 is that few LEP students have mastered English in one year, as many assumed Proposition 227 mandated. In fact, Proposition 227 never claimed that all students would learn English in one year. The goal was to force schools to try to teach students English as quickly as possible. In this, the initiative has been a complete success.

CALIFORNIA
STAR District Summary Report for All Students

Reading National Percentile Rank				Math National Percentile Rank				Language National Percentile Rank			
Grade	1998	1999	2000	Grade	1998	1999	2000	Grade	1998	1999	2000
2	39	43	48	2	43	50	58	2	40	45	50
3	36	40	44	3	42	49	57	3	39	44	50
4	40	42	45	4	39	44	51	4	44	46	50
5	40	41	44	5	41	45	51	5	44	46	49
6	43	45	47	6	48	52	57	6	47	49	52

The 1999 test results themselves were initially marred due to a number of errors by the testing company, Harcourt Educational Measurement, which delayed the release of the LEP student test scores until they could be corrected. First, Harcourt labeled over 200,000 English-proficient students as LEP—falsely inflating the scores of LEP students. Later it failed to adjust test scores for students in year-round schools. Finally, due to a lack of training and preparation, Harcourt failed to identify the English proficiency of as many as 10 percent of the total number of students tested.

Critics of Proposition 227 have also pointed out that the much needed reforms mandated by Proposition 227 did not occur in a vacuum but in conjunction with a return to phonics and class-size reduction for grades K–2. These critics have claimed that the improvement in test scores is attributable to these other reforms as well as increased familiarity with the tests, which is to be expected in the second year of any test.

But without Proposition 227, phonics instruction would have been in Spanish for most of the language-minority students in California and would not have led to increased scores on a test administered in English. There is also some debate about the benefits of class-size reduction, particularly for LEP students. According to the CSR Research Consortium, a coalition of prestigious research organizations including the RAND Corporation, class-size reduction had the least beneficial effects for English learners. The Consortium found in 1999 that, at best, class-size reduction accounted for a 3-percentile point increase in test scores for all students. It also found that districts with high numbers of language-minority students were the slowest to implement the program, and had the greatest decline in the quality of teachers.

One other problem with using standardized test scores to measure the progress of students is that they cannot be expected to increase indefinitely. These scores only rank students and once the scores approach the average they will stagnate because the average (the 50th percentile) is a moving target. Scores for LEP students will level off at whatever level a district has set for reclassification. Critics have pointed out that despite Proposition 227, a significant gap persists between LEP and non-LEP students. Given that LEP students are identified by their lower score on these tests, the gap will always exist. Once an LEP student scores at a level similar to that of non-LEP students, he or she is generally no longer considered LEP.

Conclusion

This year California Governor Gray Davis has proposed tying bonuses to the Stanford 9 test scores and a 600 percent increase in funding for Proposition 227, especially the adult English classes, which have proven incredibly popular.

In the end, contrary to the gloom-and-doom predictions of bilingual education supporters, English immersion was—to say the least—not the disaster they predicted. Instead, the test scores of LEP students increased and they increased more at schools that aggressively implemented the initiative and less at schools that kept their bilingual programs. There can be no doubt that Proposition 227 is working and continues to benefit California's language-minority students.